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ABSTRACT

This report describes a model for the training of Family Day Care Providers who will care for infants and toddlers. Section I of this report includes a discussion of the child care issues and theoretical background which resulted in the development of the Infant Family Day Care Training project. The grantee is also described in this section. In Section II, an overview of the program and its objectives, and a summary of the recommendations are included. Section III provides a detailed description of the program elements and the formative evaluation process and results. Description and analysis of applicants and the trainees who completed the program are covered in Section IV. In Section V, the data resulting from the pre- and post-tests in which levels of knowledge and attitudes were measured and the results of the Exit Interview and Followup Survey are included. A short concluding section is followed by the appendices which contain all instruments used and the data in tabular form. (Author)

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Infant Family Day Care Training: FINAL REPORT

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Women's Educational Equity Act Program
U.S. Department of Health, Education, and Welfare
Office of Education

FINAL REPORT

INFANT FAMILY DAY CARE TRAINING PROJECT

September, 1979

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Los Angeles Mission College provided many in-kind contributions to facilitate this project. To David Wolf, former Assistant Dean of Instruction, a special word of appreciation for his encouragement and support during the initial and implementation phases of this project, and also to Raul Cardoza, current Assistant Dean of Instruction, who has helped to facilitate the final phase of the project. The Administrative Services office monitored the personnel and business aspects of the program, a difficult task in our multi-college district.

We are grateful to our trainees, an enthusiastic and dedicated group, and to our funding agency, without which this project would not have been possible. Finally, I wish to express my gratitude for the support and encouragement of my family.

All of this teamwork is dedicated to the improvement of the quality of life for infants and toddlers in this, the International Year of the Child.

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INTRODUCTION

The first section of this final report includes a discussion of child care issues and background which resulted in the development of this project. The grantee is also described in this section. In Section II, an overview of the program and its objectives, and a summary of the recommendations are included. The third section includes a detailed description of the program elements and the formative evaluation process and results. The description and analysis of applicants and the trainees who completed the program will be found in Section IV. In Section V, are found the data resulting from the pre- and post-tests in which levels of knowledge and attitudes were measured. The results of the Exit Interview and Followup Survey are also included in this section. This is followed by a short concluding section. All instruments used and the data in tabular form will be found in the Appendix.

Section I

CHILD CARE BACKGROUND AND ISSUES

Child Care Needs

Improved and expanded infant and toddler care services are acutely needed in all parts of the United States to enable women to pursue their educational goals and career development. The percentage of mothers who are in the work force has doubled in the last 25 years. According to the Women's Bureau (1977), one out of every two mothers is employed. Recent statistics indicate that one family in seven is a single parent family headed by a woman.[1] "The percentage of mothers of children under six in the labor force hit an all-time high--42%!"[2] Fifty-six percent of the mothers of young children in one parent families are in the work force; and 33 percent of these have children under three years of age.[3] There simply does not exist nationwide adequate capacity to properly handle this number of children in need of child care.

Most of the literature emphasizes the needs of the work-

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[1]"Child Care in the 80's--Trends in Consumer Demand." Child Care Information Exchange, June, 1979, pp. 7-8.

[2]Hymes, James L., Jr. Early Childhood Education The Year in Review A Look at 1978. Carmel, CA: Hacienda Press, 1979, p. 8.

[3]Ibid. Early Childhood Education The Year in Review A Look at 1977. Carmel, CA: Hacienda Press, 1978, p. 5.

ing woman, but women pursuing secondary and higher education goals share the same child care needs.

> "The teenage mother's greatest need is for infant care, since, if she must wait until her baby is three--or even two--to place the child, the likelihood of completing her own interrupted education becomes remote. Yet eight in ten day care centers refuse to care for children under two. Most adolescent mothers cannot complete their educations or get jobs without access to day care for their babies. Subsidized day care services are needed for at least seven million children under six, but there are facilities for only four million children of all ages. Only about three-quarters of a million children of all ages are being cared for in licensed or approved facilities that meet minimum standards of acceptability."[4]

The most serious need is for child care for infants and toddlers, that is, children from birth to two years of age. Most child care centers are not licensed to care for children under two years of age. If they do take infants and toddlers, the cost for quality care is often prohibitive. Further, few campus child care centers will care for children under two years of age.

The Role of Family Day Care[5]

Family Day Care has become increasingly recognized as a quality child care alternative. Family Day Care Providers are persons who become licensed (in most states) to care for children in their own homes. This form of care can be conveniently located in a neighborhood setting closely approxi-

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[4]Eleven Million Teenagers, Research and Development Division, Planned Parenthood Federation of America, 1976. p. 41.

[5]Also called Family Child Care or Home Day Care.

mating the child's own home. It can be an optimum learning environment for the infant and toddler. For this reason, the Infant Family Day Care Training Project was developed.

Description of the Grantee

Los Angeles Mission College (LAMC) is one of nine public community colleges in the Los Angeles Community College District. Commencing operations in 1975, it currently enrolls 3,000 students in a variety of academic and occupational programs, and serves several hundred additional persons through its Community Services program. The College is located in the city of San Fernando, in the northeast section of the San Fernando Valley (Appendix A). It serves the northern part of this Valley, an area within which 500,000 citizens reside (Appendix B). The school's student body is reflective of the area it serves: about 35 percent are from Chicano/Hispanic backgrounds and 10 percent are black, while the remainder is a cosmopolitan mixture (Appendix C). Approximately 60 percent of LAMC students are women, and, consistent with the national trend toward older students in the community colleges, the average age of its students is currently about 32 years.

The area immediately surrounding the College is characterized by a high unemployment rate, low income, and a high proportion of ethnic minority and non-English speaking and limited English speaking residents. Other communities served by the College are more typical middle income Anglo populations.

Many mothers with young children have indicated an interest in enrolling in the College. A 1976 survey of a small sample of Los Angeles Mission College students identified 41 female students indicating a need for infant child care services. These potential students are referred to Family Day Care Homes in the area. However, since there are only approximately 38 licensed Family Day Care Homes, with a capacity of 76 infants, most of them could not find care for their infants and toddlers. Thus, there was a need to develop the Infant Family Day Care Training Project.

Section II

OVERVIEW, OBJECTIVES, AND RECOMMENDATIONS FOR PROJECT REPLICATION

Overview

The following is an overview of the structure of the Infant Family Day Care Training Project. Each topic will be dealt with in greater depth in later sections of this report.

The project provides a model for the training of Family Day Care Providers who will care for infants and toddlers. These are persons who become licensed to care for children in their own homes. A comprehensive manual was developed as a result of this project. The training package consists of a Program Manual and a packet of Discussion and Workshop Sheets. These will become available at cost through Education Development Center (EDC) in Newton, Massachusetts.

This program was developed through a community college in a suburban area. The communities focused upon include both low income and a high proportion of ethnic minorities as well as a substantial middle income Anglo population. The program could be replicated at low cost by community colleges, public or adult education programs, private child care agencies, women's centers, Family Day Care Associations, or others.

The nine-week training model was repeated three times during the 1978-79 school year. Each session was to serve

fifteen trainees. An instructor was hired to conduct three hours of classroom work per week. In addition, each trainee served as an intern for three hours per week, for eight of the nine instructional weeks, in a licensed Family Day Care Home. A consultant was hired to supervise the internship. This person spent three hours with each trainee at the internship site and in conference time. Thus each trainee received 27 hours of classroom work and 24 hours of intern experience for a total of 51 hours of training.

To ensure the successful recruitment of trainees from the full range of ethnic, cultural, and socioeconomic groups which exist in the service area of the College, the project provided each trainee with a stipend of $3.25 per classroom and internship hour.

Although men were permitted to participate in the program, the trainees successfully recruited were all female. Fifteen women from varied ethnic backgrounds, socioeconomic levels, educational levels, ages, and amounts of experience with children completed the program.

Objectives

The objectives of the project are twofold. The first are broad Program Objectives. These summarize the obligation of the project to the granting agency. The second group are Objectives for the Trainees. These include what the project

staff hoped the trainees would be capable of doing by the end of the training sessions.

Program Objectives

The objectives were:

I. To develop a model program for training adults to provide high quality care for infants and toddlers in their homes. The proposed model should be easily replicable by community colleges, adult education programs, women's centers, public or private child care agencies, social service agencies, family day care associations, or others. Implementing the model should increase the accessibility of educational and employment opportunities for women.

II. To produce a comprehensive manual describing the training project and providing curriculum materials.

Objectives for the Trainees

At the end of this program the trainees will be able to:

1. Understand what is involved in Family Day Care.
2. Develop a positive self-image related to the importance of the role of a Family Day Care Provider.
3. Understand the importance of communication with the parents of the children in their care.
4. Understand the developmental needs and characteristics of infants and toddlers.

5. Understand how infants and toddlers learn through play and exploration.
6. Plan and serve nutritious snacks and meals.
7. Set up health and safety procedures in the home.
8. Create a comfortable and stimulating environment in the home.
9. Set up a simple record keeping system and use it for tax reporting purposes.
10. Understand the licensing procedure and begin the application process.
11. Make appropriate learning materials from commonly available items.
12. Understand that infant environments should be generated from home experiences rather than from a preschool model.

Recommendations

Although these recommendations are also included in the body of Section III, they have been provided here for additional clarity for the reader.

1. The length of the program should be at least ten weeks.
2. Three hours per week should be spent in class, and an additional three hours at the internship site.
3. A discussion-workshop format should be used.

4. Beginning the second week of the program, six weeks of int rning should be spent in one home. This should be followed by a visit to an infant center. The final two weeks should be spent visiting two different homes.
5. The job of Project Director should not be added to a regular full-time teaching assignment. Released time should be available.
6. The instructor of the class should be a current or former Family Day Care Provider; or a Provider should be a co-teacher; and/or the instructor should visit family day care homes and become knowledgeable about this mode of child care.
7. The internship supervisor needs to be skillful in human relationships, have a broad background in child growth and development, and have knowledge about and a familiarity with family day care.
8. The job description and salary of one person in the program should include responsibility for recruitment. Personal contact to establish rapport is essential to the process of recruitment.
9. An advisory committee should be included in the program.
10. Ideally, the number of applicants should exceed the number of traineeship spaces available. It is then feasible to screen out candidates who are less likely to complete the program.

11. The telephone number given in publicity should be one where someone is always available to take messages.
12. Callback should be used as an initial screening interview.
13. When the application is returned, an appointment should be made for the applicant to come in and fill out various forms and take the pre-test.
14. Child care should be provided for the children of trainees during the class sessions. It is best provided at the classroom site by someone who is specifically hired for that purpose.
15. During internship the trainees should make their own child care arrangements.
16. A stipend of $25 per student should be paid to the Family Day Care Provider whose home is used for the onsite experience, since these persons function as consultants and resource persons.
17. Each home should be visited by the internship supervisor before it is accepted as a part of the program.
18. The Family Day Care Provider should be given a copy of the Discussion and Workshop Sheets in order to maximize continuity between class and home.
19. The Family Day Care Provider performs an evaluation of the trainee.
20. The role of the internship supervisor needs to be supportive rather than evaluative.

21. Certificates of completion are an important part of the program and should be issued to all trainees completing the program.

Section III

DESCRIPTION AND FORMATIVE EVALUATION PROGRAM ELEMENTS

This section includes a detailed description of the program elements of the Infant Family Day Care Training Project. It describes the formative evaluation by the staff, the Advisory Committee, and the trainees. In addition, recommendations that resulted from this evaluation are included within this section. The recommendations are also listed separately in Section II.

Advisory Committee

As soon as funds became available, the Project Director established the Advisory Committee to assist in the development of the project. This Committee consisted of members of the community representing various ethnic and cultural groups within the College's service area. It included Family Day Care Providers, infant and toddler specialists, social worker who licenses Family Day Care Homes, a pediatrician, the directors of the campus child care center and a local infant center, a representative of the local resource and referral agency, and college child development faculty (Appendix D).

This Advisory Committee had a threefold purpose:

1. To review and make suggestions regarding program process and content.

2. To assist in evaluation procedures.
3. To help recruit trainees and identify licensed homes for internship sites.

It was a working, supporting, policy making group. Its members were actively involved in all phases of the program. They met ten times from August 1, 1978 to July 6, 1979. They were an invaluable asset to the Project. Such a committee would serve to strengthen any program. It is strongly recommended that an advisory committee be included in replicating this model.

Staff

Project Director

The project director is an Associate Professor of Child Development the sponsoring institution, Los Angeles Mission College. She was able to draw upon her extensive background and experience in the child care field to conceptualize and coordinate this project. She is the former chairperson of the San Fernando Valley Child Care Consortium, currently serves on the Mayor's Child Care Committee for the City of Los Angeles, and former member of the state commission to develop a State Plan for Child Care and Development Services for the State of California. She sees child care issues as an important aspect of women's educational equity.

The director consulted extensively with the curriculum writer prior to and during the preparation of the materials for the manual. She had almost weekly contact with the classroom instructor and the internship supervisor by telephone and in person. Since all of the staff attended the monthly advisory committee meetings, these meetings doubled as staff meeting times.

It is recommended that funding for this project be sufficiently adequate that released time becomes available to the project director. Directing the project should not be added to a full teaching load.

Curriculum Writer

The curriculum writer was able to draw upon her background in child development, her experience as an instructor in family day care management and parent education classes, as a licensed Family Day Care Provider, and a former director of a child care information service. Her manual of Discussion and Workshop Sheets is a unique contribution to the field of child care. It will be available separately as a product of this Project through Education Development Center (EDC). The curriculum writer was assisted in her effort by the project director, the instructor, and the advisory committee, who reviewed and edited as the materials were presented. The final conceptualization of the format and illustrations was a collaborative effort of the curriculum writer

and the project director. The material was submitted for editorial review by a member of the college staff. If time allows, it will also be reviewed by some members of the advisory committee and an outside child development expert.

Unfortunately the amount of time allocated for curriculum writing in the original budget was very unrealistic. Because fewer trainees were recruited than originally budgeted for, a transfer of funds finally enabled the curriculum writer to be fully compensated for her efforts.

The Instructor

The instructor of the class was a licensed Family Day Care Provider who had taught the class, Family Day Care Management, offered through the Community Services division of Los Angeles Mission College. She is also the President of the California Federation of Family Day Care Associations. The expertise of two infant care specialists, a pediatrician, and a college professor were drawn upon to augment the classroom presentations. The salary for this instructor was originally to be provided by the College through its Community Services budget. Because Proposition 13 cutbacks made this impossible, the salary for three hours per week was paid through the WEEAP grant.

It is recommended that the instructor of the class be a current or former Family Day Care Provider. If this is not possible, then a Provider should be used as a co-teacher

or as a resource person. Specialists in various fields including infant and toddler development may be used as resource persons. The instructor should visit a number of different Family Day Care Homes and talk with providers in order to become more knowledgable about this mode of child care. Many persons in the field are familiar only with center based care and do not understand the value of quality home care, particularly for children under two years of age.

The Internship or Field Work Supervisor

The Internship Supervisor had worked as a psychological consultant with Family Day Care Providers, HeadStart, and a school for children with learning disorders. She has an understanding of and appreciation for family day care in addition to her skills as an early childhood specialist.

In this model the instructor and the supervisor were two different persons. It would be possible to have one person perform both functions. An advantage of using two different people is the gaining of different points of view and approaches, while using one person might assure continuity between the home and the classroom experience. Whether a single person or two is used, it is important that this person be skillful in human relationships. A background in counseling is helpful. A broad background in child growth and development is necessary, as in knowledge about and a familiarity with family day care. The supervisor performs as

liaison among the trainee, the provider, and the instructor. This person must be in a supportive role, not an evaluative one. In the first pilot session, the supervisor performed the mid-point evaluation in the home. In Sessions II and III, the Family Day Care Provider performed the evaluations. This information was then used by the supervisor to help her relate to the needs of the trainees. The resultant rapport and level of trust in Sessions II and III was enhanced.

The salary for the internship supervisor was figured on the basis of three hours per trainee per session. A figure of six hours per trainee is a more realistic figure because this person does the screening for the internship sites, arranges the schedules for participation at the site, observes the trainee at the home, and conducts two conferences with each trainee.

Recruitment

Fifteen trainees per session were to be recruited so that by the close of the project 45 persons would have been trained to provide family day care for infants. They would receive assistance in the process of obtaining their license, would be awarded a Certificate of Completion from the college, and receive referrals for infant care from the college upon receipt of their license. Although a stipend of $3.25 per hour was provided trainees for both the class and intern hours, it was difficult to recruit 15 trainees per session.

In fact, a total of only 15 trainees completed the program. (See Section IV for detailed information on trainees.) The advisory committee raised the question of whether a stipend was a help or a hindrance.

An extensive publicity campaign was conducted. Flyers (See Appendix E) were sent to local schools to be included in their PTA bulletins, to churches, social agencies, licensing orientation meetings, libraries, hospital pediatrics and obstetrics departments, mental health clinics, community action agencies, HeadStart and other child care organizations, the state employment department, infant/toddler teachers, and parent education groups. Some followup telephone calls were made. News releases were submitted to local newspapers. An advertisement was placed in the "Help Wanted--Teacher" column of a local newspaper. Despite the utilization of these approaches to recruitment the number of trainees recruited was disappointingly low. More time for personal followup with the groups listed above and potential trainees might have enhanced recruitment efforts.

In late February the advisory committee decided that a recruiter should be hired with money that was left in the consultant section of the budget. Someone was needed who could establish rapport with the people in the community, and who also had sophisticated organizational abilities. No one was found until it was decided to expand the project into an adjacent geographic area which also served a community college.

A recruiter was then found who worked for two weeks before the start of Session III. She went to all of the Parent Education classes in that area and was able to recruit two students. She did not accept any pay for her work.

In replicating the project, it is recommended that the job description and salary of one person in the program include the responsibility for recruitment. That person must have adequate time to do the followup necessary for effective recruitment of trainees. This becomes particularly important in low-income minority areas, where contact to establish personal rapport is necessary.

Reports from multi-year funded projects indicate that the first year is always the most difficult. Once the program becomes known, and credibility is established much of the recruitment is accomplished by word-of-mouth.

Retention

Those considering undertaking a program of this type should be aware of the problems involved in ensuring that trainees successfully complete the course. In low income areas, economic pressures on trainees can adversely affect the program. Some potential trainees were unable to start or dropped out of the program because they needed to find full-time employment. Others completed the program, but accepted jobs such as teacher's aide, clerk, or cafeteria worker, which offered a better salary than Family Day Care. Some

dropped out because the landlord of their rented home refused to sign an application for licensing. Others had husbands who refused to be fingerprinted (a required part of the licensing process in some states) and thus were unable to complete the licensing process. Another trainee could not afford to put up the fencing around her swimming pool which was required by the licensing agency. These are not insurmountable barriers, but they are realistic problems which may impede a program.

If the number of applicants had exceeded the number of spaces available, perhaps it would have been possible to screen out those who seemed less likely to complete the program. This would have raised the program's rate of retention.

Intake Telephone Interview and Followup

The telephone number given in publicity for a training project should be one where someone is always available to take messages. This worked well in the college setting. Callbacks became an initial screening interview. The Project Director made all of the callbacks. Once a simple explanation of what is involved in Family Day Care and the program was made clear, the Director asked questions of the potential trainee which related to the criteria for licensing (e.g., number and ages of children already in the home, other sources of income, availability of a fenced yard, and the like.) These will vary according to local licensing regulations.

If the potential recruit was still interested in becoming a trainee and lived in a home which seemed to meet licensing criteria, an application form (Appendix I) was sent to the applicant. It is recommended that a Family Day Care Fact Sheet (Appendix J) also be sent to the applicant. The above procedure worked satisfactorily. It could be done by some other person if there is no Project Director.

We would recommend some additional procedures as a result of our experience. When the application is returned an appointment should be set up for the applicant to come in and fill out the consent form (Appendix K). This form indicates "guest" status in the internship home for insurance purposes. The applicant should also take the pre-tests (Appendixes L and M), fill out a card detailing the hours and days available for internship, and indicate whether child care will be needed for the applicant's own children. This was all accomplished on the first day of class during the project, which instructor and trainees found confusing. This additional interview step should greatly facilitate the process.

The Classroom Site

The College provided the classroom and an additional room for child care at no cost. It was conveniently located at an outreach location, which was a local church. No other College classes were using the location at the time of the project sessions.

Child Care

Child care is an important part of this type of training program, since most potential trainees are women with young children of their own who want to earn extra income while staying at home with them. Family Day Care provides an opportunity for them to do this. Provision must be made for the children of trainees during the training sessions.

The pilot sessions took place in the morning with child care provided by a Family Day Care Provider who lived near the classroom site. She started out using the room at the classroom site, but later moved the children to her home. There were some problems involved in this kind of an arrangement. It is recommended that child care be provided at the classroom site by someone who is specifically hired for that purpose. The cost of child care was covered by the trainees.

Trainees had to make their own arrangements for child care during the three hours each week they were at the internship site. Since trainees' attention at that time must be focused on the children in the internship home, the presence of the trainee's children would be a distraction.

Credit Versus Non-Credit

No college credit was given for the classes in the model program. In some situations trainees may feel threatened by the idea of tests and grades which are a part of a credit

class. However, in some communities, offering the class for credit might be an added incentive to enrollment. This needs to be a local community decision.

The Training Package (The Comprehensive Training Manual)

A curriculum writer was hired to develop the materials for the trainee's manual. These were reviewed and revised by the staff and advisory committee, with input from the trainees. The project director wrote the director's and/or instructor's part of the manual. The curriculum writer and class instructor reviewed these materials. A member of the College staff provided editorial assistance. The final version of these make up the comprehensive training manual which is the final product of the Infant Family Day Care Training Project.

The training package contains a Program Manual and a packet of Discussion and Workshop Sheets. Both of these will be necessary to the instructor of the class, the internship supervisor, and the Advisory Committee members. The Program Manual contains the information needed to replicate this program. Only the Discussion and Workshop Sheets will be necessary for the trainees.*

*The Program Manual and Discussion and Workshop Sheets will be available through EDC (Education Development Center) Newton, Mass.

The Discussion Sheets are intended to be used as a basis for class sessions. They are not an exhaustive treatment of the subject matter, nor are they a comprehensive "how to" book. Such books are mentioned in the bibliography and are recommended as additional resources.

The Workshop Sheets contain directions for making play materials for infants and toddlers, as well as the "uses" and "lessons" to be derived from them.

The Workshop Sheets were not available as handouts during the pilot sessions. The trainees felt that these would have been helpful. The workshop projects were found to hold a high degree of interest for the participants. Trainees commented that the workshop part was the "most fun." Puppet making was a favorite. It is important for the instructor to make samples of all play materials which will be made by the trainees.

If additional money had been available, the Discussion and Workshop Sheets would have been translated into Spanish.

Class and Workshop Format

The recommended length of the program is ten weeks. Pilot sessions were only nine weeks each, but it was felt by the staff, advisory committee and trainees that more time would have been more beneficial. This can be adapted to the needs of the sponsoring institution or agency.

Three hours per week were spent in the class and workshop part of the program. The basis of this project's approach was that persons who are uncomfortable in a formal classroom setting may function more effectively if occupied while they are engaged in discussion. This approach proved workable for all three sessions of the project. It is recommended that the first hour or so of the class session be a presentation: filmstrip, resource person, or talk by the instructor, followed by a break and then a workshop-discussion session. The materials being made can also relate to the day's topic. For example, making picture books while discussing infant language development would be appropriate.

The order of the class and workshop sessions was based on alternating comfortable and less comfortable topics. Once group rapport is established, discussion of subjects such as discipline is more productive. The availability of resource persons will also affect the order of the sessions. The classes can be presented in any order. The workshop projects can also be used in any order, or not used, at the discretion of the instructor. Analysis of the pre-tests provided a basis for planning the sessions. This is a spiral curriculum, where objectives are reinforced in several sessions. Of course, this format may vary with the teaching style and personal preferences of the instructor. It must be borne in mind, however, that many of the trainees in such a program may not have been near a classroom for many years.

Summary of Class and Workshop Sessions

The following is a brief outline of the ten class and workshop sessions that have been recommended. Complete materials for replicating the project will be found in the Program Manual and Discussion and Workshop Sheets.

Classes

Week I	Orientation
Week II	Licensing and Business Aspects
Week III	Infant Development
Week IV	Environments for Infants and Toddlers
Week V	Language, Motivation, and Intellectual Development
Week VI	Health and Safety
Week VII	Feelings and Relationships: Separation Anxiety Parents, Children
Week VIII	Feelings and Relationships: Discipline; Child Abuse
Week IX	Nutrition
Week X	Presentation of Certificates

A suggestion of an extra session of Red Cross training on a Saturday was made by the advisory committee.

Workshops

Week I	Demonstration: What to do with boxes.
Week II	Milk Carton Blocks
Week III	Mobile; Hanging Crib Toy; Nesting Cans; Coffee Can Bank

Workshops

Week IV	Musical Instruments; Songs, Games and Fingerplays
Week V	Personalized Plastic Protected Books; Table-Top Easel; Bean Bags
Week VI	Stuffed Toys
Week VII	Pop-up Puppet; Basic Puppet; Stick Puppet
Week VIII	Sand Toys; Play Dough Recipes; Tire Swing
Week IX	Nutrition; Four Basic Food Groups; Foods to Avoid
Week X	Display of materials made in workshop sessions.

Comments About the Class and Workshop Sessions:

"Good connection...having a Family Day Care Provider do the class."

"Could use things from class in participation."

"I thought it would be arts and crafts, but it means meeting more of their (the children's) needs."

Audiovisual Materials and Resource Pamphlets

The materials which were used successfully in the pilot sessions are to be found in the Program Manual. Additional materials are in the Bibliography of the same document.

In the pilot program, films and filmstrips were provided through the audiovisual services of the College or borrowed from other institutions. Resource pamphlets used as texts*

*Infant Care. HEW Available through Supt. of Documents. Guy, May and Gilbert, Miriam. Care and Development of Your Baby.

and discussion sheets were provided to trainees through grant funds. Other pamphlets and craft supplies may be provided by the sponsoring group, purchased by the trainees, or donated.

Internship in the Family Day Care Home

The Format

On-site experience in the Family Day Care Home is a critical part of the training program. The format which follows was devised after much experimentation and evaluation by the staff, the advisory committee, and the trainees.

Internship in Family Day Care Home

Week I	Class only
Week II	Home "A": Get Acquainted Visit
Week III	Home "A": Use observation sheet (in Discussion and Workshop Sheets)
Week IV	Home "A": Participation
Week V	Home "A": Participation Evaluation by Family Day Care Provider Meet with Internship Supervisor
Week VI	Home "A": Participation
Week VII	Home "A": Participation - Last Day Evaluation by Family Day Care Provider
Week VIII	Visit Infant Center
Week IX	Visit Home "B"
Week X	Visit Home "C" Exit Interview with Internship Supervisor

On-site training should begin the second week of the session, and six weeks should be spent interning in one home. One of the weeks should include the whole day, if possible. If this is not possible, then two different days should include arrival time and departure time. That is, the day should begin when the first child arrives, and another day should begin late in the afternoon so that the trainee is in the home when the last child is picked up. In this way, the trainee may get a reality orientation to the long day of the Family Day Care Provider.

Following the six-week block in one home, one morning should then be spent in a visit to an infant center. A discussion of what was observed should follow the visit. This provides a good basis for a discussion of center care and home care for infants and toddlers. The final two weeks of internship should be spent visiting two different Family Day Care Homes.

The six-week block allows for continuity for observation, beginning to participate, and full participation at one home. Rapport and trust can be established among the trainee, the provider, and the children in that home. The infant center visit offers a basis for comparing home care and center care. The visits to the two different homes offer the trainee more ideas about how homes are set up for child care and methods of caring for children in homes.

The Family Day Care Homes

Licensed Family Day Care Providers were recruited to open their homes as sites for trainees. Announcements were placed in the bulletin of the local Family Day Care Association. A staff member from the local Child Care Resource and Referral Center coordinated the recruitment. She is a former Family Day Care Provider and former president of the local association. The licensing worker on the Advisory Committee also provided her expertise.

Some difficulty was experienced in recruiting providers. The Advisory Committee suggested that some compensation be offered as an added incentive since the providers functioned as consultants and resource persons. Therefore, the providers who were chosen were called consultants and were paid a token stipend of twenty dollars per trainee under their supervision. It is recommended that this amount be increased to twenty-five dollars and be included in the budget.

Each potential site was called and visited and by the Internship Supervisor. This step is essential, since a license is not a guarantee of quality care. If participation in the project was mutually acceptable, the provider was given the necessary forms to fill out.

The supervisor then worked out a schedule which was mutually satisfactory to the provider, the trainee, and the supervisor. This very difficult task was done after the first

session during the pilot. It is recommended that this be done before the sessions start. Evaluation of the experience indicated that two trainees per provider is the recommended number. This would mean disruption of the normal routine for the children for only two days out of five. The ideal would be only one trainee per provider if enough homes could be secured.

Insurance

One Provider refused to participate because her husband was afraid of a lawsuit in case of injury of a trainee. As a result of this, a release form (see Appendix K) was developed indicating that the trainee was a "guest" in the home of the Provider and therefore would be covered under a homeowner's liability policy. In some cases the blanket insurance policy of the sponsoring agency or institution would cover the trainees.

Evaluation

The Family Day Care Provider should be given a copy of the Discussion and Workshop Sheets so there is continuity between the class and the home. Any discrepancy between actual home practice and "preferred practice" can become a subject for discussion in the class and with the internship supervisor.

It is recommended that the Family Day Care Provider evaluate the trainee using the Evaluation Form (Appendix N). In Session I of the pilot the Internship Supervisor used this form. As a part of the evaluation process it was decided by the staff and the Advisory Committee that the role of the Internship Supervisor needed to be supportive rather than evaluative. Therefore, in Sessions II and III the Provider filled out the Evaluation Form. It is done at the midpoint and at the end of the six weeks the intern spends in that home. The completed forms are given to the supervisor when the trainee is observed (Week III or IV). After the observation, the supervisor has an informal supportive discussion with the trainee using material from the observation and the Provider's evaluation. The form is again completed by the Provider at the end of the six weeks. This evaluation is used to indicate any changes in behavior. Some of the Providers kept a log in which they recorded changes in the behavior of the interns. This was a spontaneous development.

The last day of the entire training session the supervisor conducts an exit interview with each trainee (Appendix O).

Comments About the Internship

. "Very practical."

. "I made a friend I"d never had before."

- "The participation was helpful to the learning in class."
- "Could use things from class in participation."

Certificates

Certificates of Completion (Appendix P) were presented to the trainees at advisory committee meetings after Sessions I and II. Members of the Advisory Committee and families of the trainees were invited to attend and refreshments were served. This was a very special and important time for the trainees. At the end of the third session, the presentation was combined with a family picnic in the park. Trainees from previous sessions were also invited.

Certificates of Appreciation (Appendix Q) were presented to all the members of the advisory committee. It is recommended that the presentation of certificates be included as a part of the final training session in order to assure the attendance of all participants.

It is important for the trainees to understand that a certificate does not entitle them to a license. That function belongs solely to the licensing agency.

Cost Factors

This was a small one year grant of $15,000. The largest portion of the grant was designated for stipends for the trainees. Each trainee was paid $3.25 per hour for the three

in class plus three hours of internship for a total of six hours. However, because the total number of trainees numbered 15 rather than the 45 allowed for in the original budget, there was money left over in this part of the budget. This was a fortunate circumstance, because this money was needed to pay for the manuscript writing and revision, illustration, layout, preparation and production of the two products, the Program Manual and the Discussion and Workshop Sheets and the final report. Trainee stipends probably would not be a part of any replication program.

Expenses also included the salaries of the instructor for three hours per week and the internship supervisor for three hours per trainee. Since the total time necessary for the Internship Supervisor was close to six hours per student, she was paid the total budgeted amount for 45 students. The recommendation is to budget six hours per student which would include time for evaluating the Family Day Care Home, observing and conferring with the trainee and the Family Day Care Provider and conducting the Exit Interview.

The curriculum writer received compensation for fifty hours during the pilot training sessions and the Project Director for 100 hours (July 1, 1978-June 30, 1979). The curriculum writer, illustrator, typist, etc. would not be a cost factor in replicating the project. Released time with compensation for the director would be a cost factor in replication.

The consultants who served as resource persons for the classes donated their services.

Trainee materials, such as pamphlets and craft supplies were provided with grant money or donated.

The College provided in-kind contributions of a classroom, audiovisual, bookkeeping, telephone, and duplicating services. The typist for the final products and the final report were also provided by the College, except for some overtime work which came out of the grant. Since the director was an instructor at the College, she used her office as the office for the project.

The trainees who had children paid for the cost of child care during the class sessions. Refreshments at the class sessions were donated by the instructor. Refreshments at the advisory committee meetings were provided by the Director and other members of the committee.

With the largest cost factors, stipends and producing a final product eliminated, the project should be replicable at low cost.

Section IV

DESCRIPTION AND ANALYSIS OF APPLICANTS AND TRAINEES

A total of 78 women were screened through the initial telephone intake interview (Table 1 Appendix R). Of these 23 completed the application process. A total of 15 women completed the three training sessions.

Recruitment

It is important to note the referral sources utilized for recruitment of the successful trainees. One third of the recruits came from the Family Day Care orientation meetings of the Department of Public Social Services (DPSS) and from telephone calls to the Child Care Resource Center requesting information about family day care. Significantly, this group already were knowledgable about family day care and were motivated to seek further information. Another third were recruited via personal contacts by college students, an instructor of parent education-child observation classes (a highly motivated group), a clergyman, and a friend of an applicant. The remainder became interested through flyers and newspaper articles. Thus, the recommendation is to hire a recruiter who is able to make personal contacts.

Appendixes S and T, and Tables 2 and 3 show the recruitment referral profiles for the successful trainees and for all of the initial telephone intake interviews.

Retention

The reasons that eight applicants failed to complete the training program are significant to note. Three of them had to leave to take full time jobs because of financial necessity. The landlord of their rented homes would not sign the license application of two of the participants. One applicant had received her license and was already taking care of children. Another was having problems adjusting to her own first child and did not start the classes. Another had already enrolled in a federally funded training program, resulting in a conflict of schedules. Thus it can be seen that economic factors among low-income populations can negatively affect the outcomes of a project.

Demographic Characteristics (See Table 4 Appendix U)

Age

A majority of the trainees were between thirty and forty years of age (seven or 47 percent). Three or 20 percent were between twenty and thirty, two each between forty and fifty or fifty to sixty, and one trainee was over sixty years of age. It is interesting to note that none of the women over forty has received a license and only one is ready to apply (see "Followup Survey" Section V).

Ethnicity

Ethnically the group was comprised of six (40 percent) Hispanics, eight (53 percent) Whites, and one Black trainee.

The Hispanic enrollment was consistent with the general population in the area where the program was undertaken, but the Black enrollment was low. However, two of the applicants who did not complete the training were Black. Had these trainees not dropped out, the percentage of Blacks in the program would have been consistent with the general population in the community (See above section on "Retention").

Education

The majority of the trainees, had attended college (33 percent) or had completed a college degree, A.A. or B.A. (20 percent). Thirty-four percent were high school graduates; seven percent had attended high school, but not graduated. Of those who have received their license, two had had two years of college, and one is a high school graduate. Of the one other who has applied and the two who have their applications ready for submission, one has a B.A. and one has had some college. Two trainees failed to answer this question. It is possible that they had only an elementary school education. One of them was not literate in English, and had one of the other trainees translate for her. The meaning of this data is not entirely clear, but there appears to be a positive relationship between level of education and completing the licensing process.

Marital Status

A significantly large proportion of the trainees were

married (73 percent, or eleven trainees). Twenty percent (three trainees) were divorced, while one was single with a young infant. It is possible that single women heads of households need a higher income than they would earn by becoming a Family Day Care Provider. They would more likely be potential clients for the services of a Family Day Care Provider. The married woman from a two-parent household where the additional income is helpful and she can be home with her own children probably has the best potential as a trainee.

Children

Most of the trainees had children of their own living at home. Of these, 87 percent had two or fewer children. Six, or 40 percent had two children, one had three and one had four children. Two of the women had no children. Some of the trainees had additional children who were older and no longer lived at home. Only two had children under two years of age. Four had preschool children three to five years of age. A majority had children between three and twelve years of age. Of the women who have received their license and are providing services, their children are between eighteen months and nine years of age. These data seem to again support the hypothesis that desire to be at home with one's own children is a strong factor in becoming a successfully licensed trainee.

Section V

EVALUATION AND OUTCOMES

In the proposal for this project, three types of evaluation were called for. The first is a baseline assessment of the trainees in which their levels of knowledge in pertinent areas prior to program intervention was measured. The second type involved an evaluation of the program elements through an ongoing feedback process by the staff, the advisory committee and the trainees. The third type of evaluation measures outcomes in terms of number, personal and demographic characteristics of the trainees and a followup survey of the successful trainees. The first type of evaluation, dealing with baseline assessment, will be discussed in this section. The evaluation of program elements appears in Section III of this report. The first part of outcomes dealing with characteristics of the trainees is covered in Section IV. The exit interview and the followup survey data are included in this section.

Literature Search

In order to gain a more adequate background for evaluation, the project director requested a computerized literature search through LANCERS (Los Angeles Center for Educational Resources). This is done locally through the:

Division of Program Evaluation
Research and Pupil Services
Office of the L.A. County Superintendant of Schools
9300 East Imperial Highway
Downey, California 90242

Using the Descriptors Family Day Care, Child Care-Infant, Infant Child Care, and Training-Child Care and Age Group: Infant and Toddler, this group searched ERIC Documents and the Current Index of Journals in Education. Citation abstracts for 52 titles were received. Twelve of these were selected for further research. The project director read the ERIC Documents to further develop the framework for this Project. See Bibliography for these references and other materials used during the Project.

Assessment of Levels of Information and Attitudes

This assessment involved a pre-test/post-test design using two instruments designed by the staff with assistance from the advisory committee (see Appendixes L and M). One instrument related to the degree of information the trainees felt they needed. The other involved values and attitudes related to child growth and development. These instruments not only were used to determine outcomes, but also proved helpful to the instructor in planning the class sessions.

Additionally, the evaluations by the Family Day Care Providers (Appendix N and "Internship" in Section III) relate to attitude and changes in behavior, and will be analyzed in this subsection.

Information Instrument

Twelve trainees completed the pre- and post-test using the "Information" instrument. (See Tables 5 and 6, Appendixes

V and W.) There were nine items in which the trainees could indicate they needed "no", "some", or "much" help.

The greatest growth was in the area of "Working with Parents." All wanted "some" help as indicated on the pre-test. On the post-test, 50 percent wanted "no" help. Another area of change was in "Guiding children...." Here, 80 percent wanted "some help to start, and at the end, this same percentage felt that they needed "no" help.

No one felt they needed "much" help in "Guiding children to live harmoniously with others" or "Working supportively with parents"; however, all twelve asked for "some" help with the latter item. On the post-test, one person indicated needing "much" help in this area. Perhaps exposure to some knowledge helped this person realize she still had much to learn.

In the pre-test, the greatest number (58 percent) wanted "much" information about "Keeping records for business and income tax purposes." On the post-test, 33 percent still felt very insecure in this area. This is understandable, since it is the area of least experience for most of the group. It is seemingly the most complicated aspect of the training, although certainly not the most important. Perhaps special attention needs to be given to the area of record-keeping so that trainees become more knowledgable and feel more comfortable.

Three other items were checked by 33 percent of the trainees as areas in which "much" help was needed: "Observing

and identifying children's needs....," "Locating community agencies....," and "Organizing time, energy and efforts...." Only one trainee still had "much" concern about one of these ("Locating community agencies....") in the post-test.

By the time of the post-test, the majority of the trainees (50-66 percent) felt they needed "no" help in any of the items except those concerning record-keeping and locating agencies. All of the items in the "some" help column were reduced to "no" help from the pre- to the post-test. Only the record-keeping item remained constant. The movement there was from needing "much" help to needing "no" help. Apparently for those trainees the class answered all of their questions.

Indications are that the program intervention made a significant difference in the amount of information the trainees felt they needed in order to become a Family Day Care Provider.

Attitude Assessment

The "Attitude" instrument was completed by thirteen trainees as a pre-test and by twelve trainees as a post-test (Tables 7 and 8, Appendixes X and Y). It consists of 21 items involving attitudes toward child growth and development. The trainee could "agree", "disagree" or indicate "it depends" with a "because" space to give the rationale for any of the answers.

The item on which there was total agreement and which showed no change from pre- to post-test was "Infants learn from play with objects" (No. 21). There was one item on which all trainees disagreed and where no change occurred, "It takes a lot of expensive equipment and toys to have a really outstanding Family Day Care Home" (No. 14). Apparently, their common sense and experience gave the trainees the developmentally correct answers. The class served to reinforce these attitudes.

Eighty percent of the trainees felt that the role of the Family Day Care Provider is that of a substitute mother rather than a teacher or baby-sitter (No. 11), on both pre- and post-tests. The same percentage also felt that a baby should be held while having a bottle (No. 7). One trainee moved from a "disagree" to an "it depends" on the item about the baby bottle.

An unusual result was the change from 92 percent who agreed that "Encouragement is a form of discipline" (No. 10)

on the pre-test to only 75 percent who agreed with this statement on the post-test. Why this happened is not known, since reinforcing positive behavior was emphasized in the class sessions. Perhaps the meaning of this statement was unclear to trainees.

Another unexpected shift was in the item regarding placing breakables out of children's reach (No. 5). Sixty-one percent agreed that this should be done in the pre-test, but by the post-test this percentage had dropped to 25 percent. One can only conjecture that either the students misinterpreted the material presented, or that the instructor of the class had a different point of view than other members of the project staff.

The one question on sexual stereotyping showed another unexpected result. The statement was, "In playing house, boys who want to dress up as mothers should be discouraged from this kind of pretending" (No. 16). In the pre-test, only two percent agreed with the statement, with 46 percent in disagreement. In the post-test, 31 percent agreed and 23 percent disagreed with the statement. Again, the reason is not clear. Perhaps the reasons mentioned above might hold true here also.

The number who felt you spoil a baby if you pick it up when it cries (No. 20) and that a child should give up a bottle by one year (No. 19) decreased between the pre-test and the post-test.

Results of the other items are too mixed to indicate clear trends. Overall, the results offer a clear indication of positive growth accomplished through program intervention in some areas, and mixed results in others.

Trainee Evaluation Instrument

The evaluation instrument (Appendix N) has three sections: Interaction, Routines, and Environment. Each of these has statements and the trainee is rated on a scale of one to five with one the least and five the greatest degree of exhibiting the stated behavior. There was also a space for comments.

As was previously indicated, the evaluation for Session I was done by the internship supervisor. Since she did this evaluation only once, it will not be possible to analyze changes in behavior. After this session it was decided that the role of the internship supervisor needed to be a more supportive one, and so the evaluation role was given to the Family Day Care Provider. Evaluation was to be done two times during each session, at the midpoint and again at the end of the six week internship period.

The data from Session II are not useful for analysis, since they are incomplete. Although the internship supervisor indicates that the second evaluations were done in Session III, the project director never received them.

Some comments by the Family Day Care Providers on the

forms are of interest:

- ". . . is a very determined and capable lady and in my opinion will be successful in any field which interests her."
- ". . . is very ready to begin her own day care home. I would feel at ease having my day care children with her, and there aren't many people I would consider able and loving enough for them."

Even if this instrument did not yield data to support changes in behavior by the trainees, it was extremely valuable as a tool for the internship supervisor in her work with the trainees, and augmented the awareness of the Family Day Care Provider concerning her role.

Because of the small "n" of fifteen, and the problems with collection of data on some instruments, the results or outcomes can only be considered as trends. The ultimate outcome will depend on how the trainees function as Family Day Care Providers.

Exit Interview

Exit interviews were conducted with all fifteen trainees. In addition, an exit interview with one trainee who completed seven of the nine weeks is also included. The totals on each of the questions are not the same, since some of the answers were more complex and are included in several categories. The interview questionnaire will be found in Appendix O and the answers grouped in categories with numerical totals will be found in Table 9, Appendix Z. The results of the interviews

indicate the level of effectiveness of the project in accomplishing its goals and objectives.

In response to Question One, all of the trainees indicated that they enjoyed their internship placement because it was comfortable and they liked the provider with whom they were placed. In addition, some of the trainees indicated specific things they had learned:

- "It was comfortable."
- "I felt relaxed...."
- "I was comfortable, wanted, very relaxed time."
- "Teaches me and explains to me in Spanish."
- "I love coming here."
- "Liked the low-keyed atmosphere, no stress."
- "I learn a lot from provider."

The second question dealt specifically with what was learned from the participation experience. Most of the trainees mentioned that they now understand that Family Day Care is a full time job, that it is "not just baby-sitting," and that there are many different things you can do with children. Comments include:

- "How to make things--the planning involved."
- "Impressed by individual attention given...."
- "Different things to do with kids...she gets involved with them."
- "Different ages and how they get along...."

- "Patience is the big thing especially with young children."
- "That children are different from your own."
- "That it is not baby-sitting--they do a lot of interacting."
- "This is a full time job."
- "Establish your own rules and stick to them."
- "I will not be as structured as I would have been before."

The majority of trainees enjoyed working with the age group of birth to two years, and the experience was what they had expected. In some placements, however, the children in the home included preschoolers. Most trainees felt they wanted to care primarily for infants and toddlers, but would also like to care for older children. In California, the license includes provision for a broad age range.

The continuity between classroom instruction and participation in the Family Day Care Home was consistent, according to fourteen of the trainees. They felt that the two experiences reinforced each other. Specifically, most of the trainees felt that the internship helped to "show" them what to do. The comments were:

- "Learned a lot in classroom of what you saw in home."
- "Very practical."
- "Connected--could use things from class in participation."
- "The movies and materials was what ... I was doing."
- "I learn both places. Class explains what you do."
- "Class is preparation, participation is result."

- "It helped me cause I haven't worked with children for awhile."
- "There were differences in personality but not in principles."
- "Good connection having a Family Day Care Provider do the class."
- "Same ideas -- consistent."

The eighth question was subdivided by sessions because it related to scheduling. Since modifications were made after each session based on the responses of the trainees (see section on "Internship") the answers for each group will be different.

In the first session many suggestions were made about 'switching homes" to see other situations, and also wanting to see both morning and afternoon sessions in the home. These suggestions were incorporated into the second session. However, it was still felt by some in both Sessions II and III that visiting another home would have been helpful. This was incorporated into the final plan, which includes visiting two homes in addition to the six-week placement (see chart in the section on "Internship").

Most of the trainees felt that they were ready to become Family Day Care Providers by the completion of their training except for completing the licensing papers and preparing the house. Some still needed sleeping cots or cribs and toys, and one had a problem with pool fencing. However, four trainees indicated that they were "still nervous" and needed

to learn more. This could be indicative of the personalities of those individuals, and may not imply a need for lengthening the training program. The responses obtained from the trainees in the exit interview indicate that this model has effectively accomplished its purpose of providing the kind of training that prepared women to provide quality child care for infants and toddlers in their own homes.

Followup Survey

A telephone survey was conducted by the Project Director at the end of August, 1979. Each of the fifteen trainees was asked a series of questions (see Table 10, Appendix AA).

As indicated in this survey, four trainees or 27 percent have applied for their licenses. Two others, (an additional 13 percent), are ready to send in their application papers. One has been delayed by moving to a new house, while another needed to obtain the fingerprints of her oldest child who resides at her home (all residents of the licensed home over eighteen must be fingerprinted in California).

Three of the trainees, (one from each of the sessions), have received their licenses and are providing services. A total of six infants and one older child are receiving care. Six of the mothers of these children are working and one is in a training program. Two of the three trainees who have become licensed have also joined the local Family Day Care Association, while the third is waiting for an application.

Almost all of the remainder of the trainees are involved in some related employment. Their employment includes: school cafeteria worker, clerk at a school, teacher's aide, caring for a 94-year old woman, teacher at a preschool, and bilingual teacher or counselor with plans to provide week-end family day care. One trainee is looking for work in a bank. Since her husband refused to fence the family swimming pool, she could not be licensed. The young single mother with a young baby would still like to do family day care, but her mother's house where she lives needs major repair before they can begin the procedure for getting a license. Another trainee has had a bookkeeping job, but is now at home because of high blood pressure. One of the group has moved to Texas. The limited English-speaking trainee has not applied for a license, but was supposed to have a baby to care for. She may become one of the large group of unlicensed providers.

If all of those who have applied for or are ready to apply for licenses receive them, a total of 40 percent of the trainees will be providing services. As mentioned earlier, if the total number of applicants had been greater, it would have been possible to more carefully screen the applicants. This would have augmented the project's success.

Program graduates who were already licensed and providing service were very enthusiastic and excited about their new role. They were unanimously positive about the contributions of the training program in helping them to prepare as Family Day Care Providers who could provide quality care for infants and toddlers.

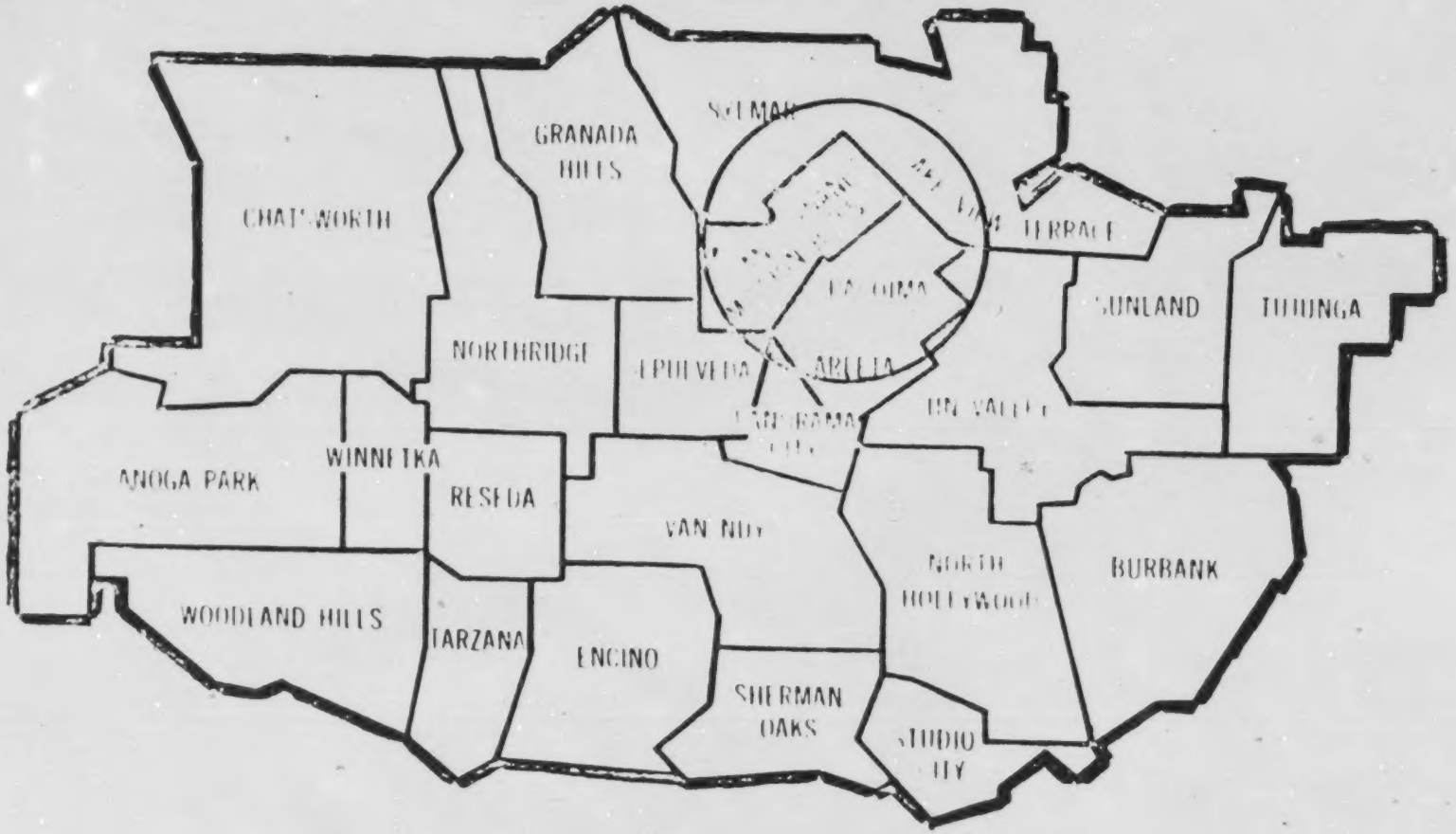
Section VI

CONCLUSIONS

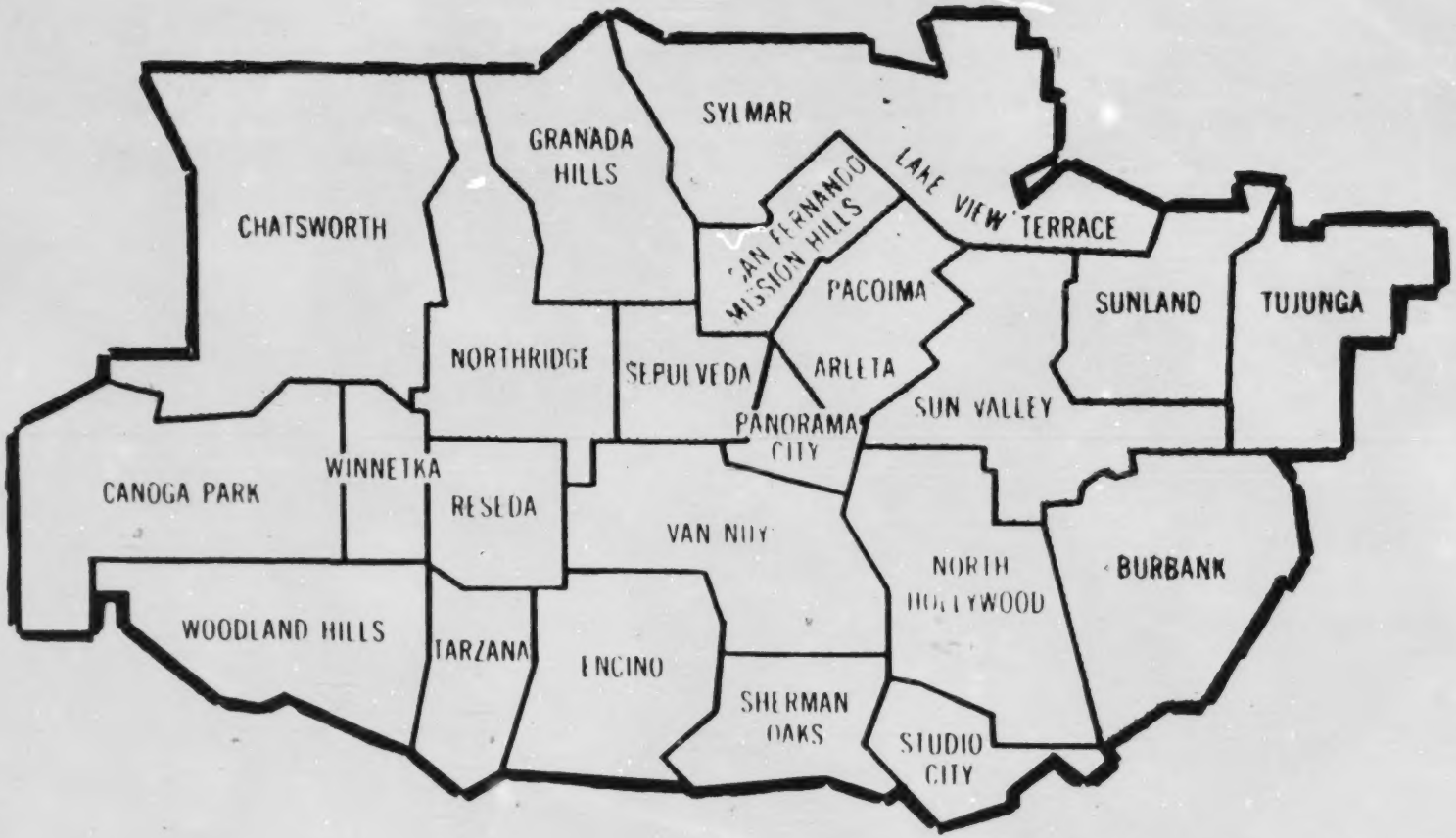
The Infant Family Day Care Training Project successfully completed its objectives of providing a model program and a comprehensive manual for training Family Day Care Providers to care for infants and toddlers. By replication of this model it is hoped that the impact of this project will be to significantly increase the amount of available quality child care services for infants and toddlers, as well as to provide employment for those persons who complete the training program and open licensed homes. The skills of those already providing infant care could be augmented. Although the focus of this project was on infants and toddlers, it could be expanded to include care for preschoolers and school-age children with additional materials provided by the instructor.

The response of all of those who have been involved in the project--trainees, staff, and advisory committee--has been enthusiastic and positive. Requests from eleven other institutions about materials and replication have been received. Persons representing the broader child care field and the college community have lauded this project as a much needed contribution. We are grateful to have been given the opportunity to increase the educational and employment opportunities of women throughout the country. In addition, in this the International Year of the Child, we hope that we will have improved the quality of life for the infants and toddlers of this nation.

COLLEGE LOCATION

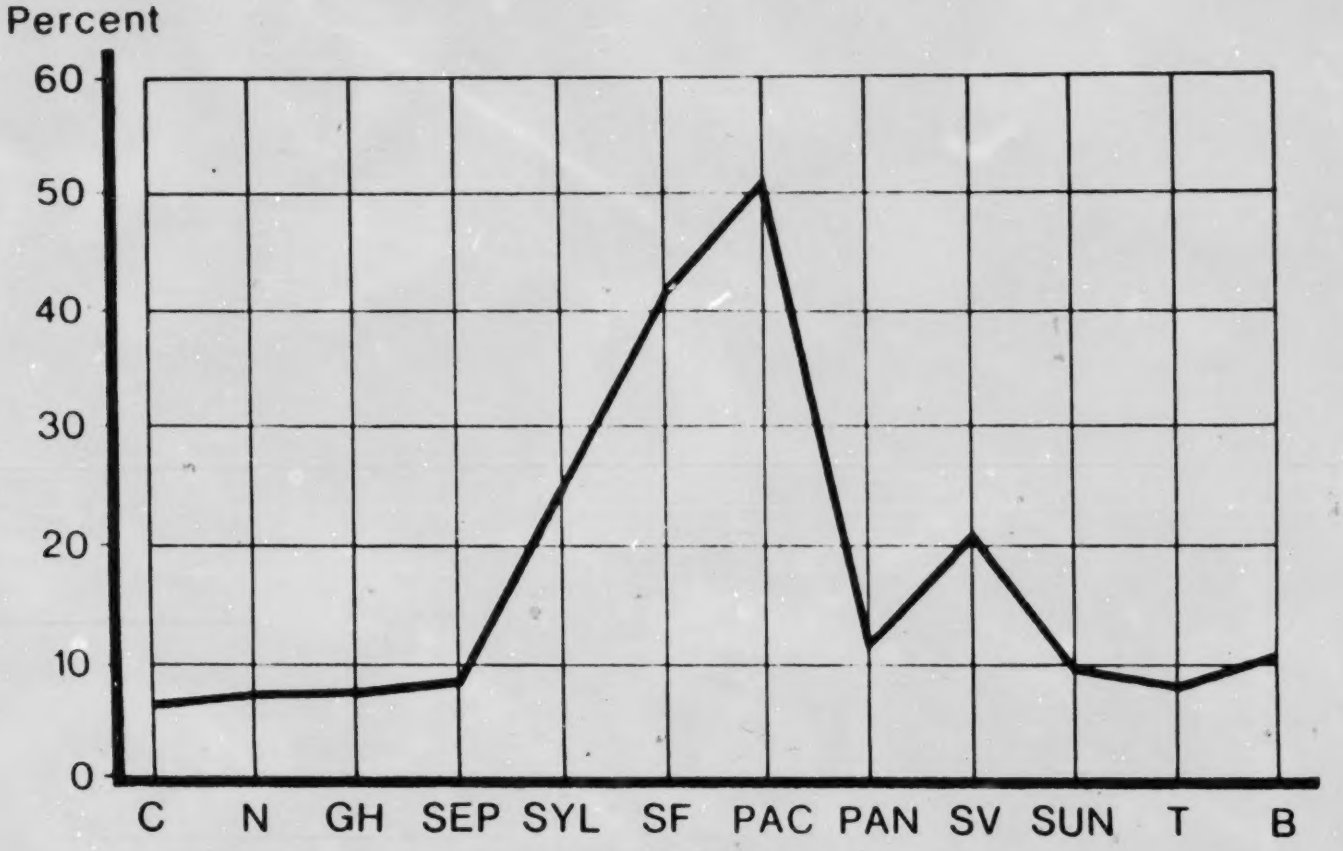


THE SAN FERNANDO VALLEY



Appendix B
College Service Area

ETHNIC MINORITY COMPOSITION OF NORTH VALLEY



Appendix D

INFANT FAMILY DAY CARE TRAINING PROJECT

ADVISORY COMMITTEE

Eleanor Baxter
Educational Director
(University of California, Los Angeles) UCLA Intervention Program for Handicapped Infant and Children

Marilyn Berger
Department of Public Social Services
Licensing Social Worker

Susan Bredhoff
Project Internship Supervisor
Psychological Consultant; Early Childhood Specialist

Dr. Rose Bromwich
Professor, Department of Educational Psychology; Early Childhood Education
Infant Specialist; Consultant for Infant-Parent Programs;
Director of Program for Early Parent-Infant Education (PEPIE)
California State University, Northridge

Annabelle Godwin
Secretary of Advisory Committee
Associate Professor, Child Development
Los Angeles Mission College

Alice Hernandez
Director, Campus Child Development Center
Los Angeles Mission College

Judy Johnston
Project Instructor
Family Day Care Provider
President, California Federation of Family Day Care Associations.

Phyllis Lauritzen
Project Curriculum Writer
Instructor, Family Day Care Management classes
Pasadena City College, Long Beach City College; Parent Education Child Observation classes, Glendale College; Family Day Care Provider

Dr. Myra Lipsey
Pediatrician

Fran McHale
Community Liaison
Child Care Resource Center of the San Fernando Valley
Former President SFV Family Day Care Association

Natalie Navarrete
Family Day Care Provider
President, SFV Family Day Care Association

Lee Schoenwetter
Project Director, Child Development Program
North Valley YWCA

Judy Steingieser
Teacher, Infant/Toddler Groups

Luevenia Strauther
Assistant Director, YWCA Infant Care Program
San Fernando High School

Lee Walling (8/78 to 10/78)
Former Project Director, Child Development Program
North Valley YWCA

Infant Family Day Care Training

Do You. . . . .

- **Want to become a Licensed Family Day Care Provider?** (taking care of children in your own home)
- **Want to Take Care of Infants?** (Children 0-2 years of age)

We Can Offer You. . . . .

- **9 week training session**
- **6 hours per week:** 3 hours classroom/workshop
  3 hours in a Family Day Care Home
- **An hourly rate will be paid to you for the training time**
- **Help with the licensing process** (granting the license is solely the responsibility of the Department of Social Service)

For Information

Doris McClain- Project Director 365-8271 extension 276
or Fran McHale- Child Care Resource Center 781-7099

Offered Through:

Los Angeles Mission College
1101 San Fernando Road
San Fernando 91340

Funded By:

U. S. Office of Education Women's Educational Equity Act

Appendix I

Newspaper Article

6a THE SUN and BREEZE, Wednesday, March 7, 1979

Complete course

Sylmar residents Catalina Orona and Connie Zamora, front row, display certificates upon completion of a Mission College course in Family Day Care. Adding their congratulations are, back row, from left, Susan Bredhoff, intern supervisor; Judy Johnston and Doris McClain, instructors. The trainees may now apply for licensing to provide family day care in their homes. The program was federally funded through the United States Office of Education, Women's Equity Act, and taught through the Mission College Child Development Program.

Newspaper Article

Sunland — Tujunga — La Crescenta — Sun Valley, Calif.
THE RECORD-LEDGER, SAT., APR. 14, 1979 3

Infant Care Offered

Earning while learning to be a licensed family day care provider is now available through Los Angeles Mission College. The federally-funded program will pay an hourly rate to students for time spent in the nine-week training session which begins Thursday, April 19, 1979.

The course will emphasize care of infants in the newborn-to-two years age group. Course requirements include a three hour class/workshop each Thursday, 9 a.m. to 12 noon at the Mission College Arleta Center and an additional three hours per week spent in an established family day care home. Workshop topics will include infant development, setting up a home for day care, business aspects, and making of toys for youngsters.

According to Doris McClain, Mission College project director, students will receive guidance in applying for the license at the end of the course (granting of such license, however, is solely the responsibility of the Department of Social Services).

"There is a great need for infant care for students who want to continue their college education, and for working mothers," says Mrs. McClain.

The program is funded through the United States Office of Education, Women's Educational Equity Act.

Early registration is advised. To register, or for further information, persons may contact Mrs. McClain at Mission College, 362-8271, ext. 276.

Appendix H

Newspaper Advertisement

Sunday, April 22, 1979

VALLEY NEWS CLASSIFIED

Help Wanted 170

TEACHER-Licensed Family Day Care Trainee. Earn while you learn to care for children under 2 yrs. 365-0271 ext 226

TEACHER for private school: 2nd & 3rd grade levels, to start immediately. 343-7720 bet. noon.

TEACHER, Pre-school. Mature, experienced, 8:30-5:30. Mon. Wed. Fri. 4-year olds. 705-1993 after

TEACHER - PRE SCHOOL. Mornings. Experienced. 894-6279

TEACHER-experienced. Pre-kindergarten 4-8 yrs. Part time. Immediate opening. 886-3888

TEACHERS.
Neighborhood School now hiring for September, grades 1 thru 9. Must have teaching credentials from California or other state. Minimum salary $10,500. + benefits. Send Resume, Transcripts & Personal File to P.O. Box 3355, Granada Hills, Ca. 91344. For Teaching Application please call 990-4507. Neighborhood does not discriminate according to race, color or creed.

TEACHER3, piano & guitar. Prefer college student to go to West Valley homes. Must have car & read notes. L.Ha.b.Hgts. 706-8940

Application for Training
Infant Family Day Care Provider

INFANT FAMILY DAY CARE TRAINING PROJECT

Offered by: Los Angeles Mission College
1101 San Fernando Road
San Fernando, CA 91340

Project Director: Doris McClain 365-8271 ext. 276

Name _____
Last First Middle

Address _____ _____
Number Street City Zip

Telephone _____ Soc. Sec. No. _____ _____

Date of birth _____ Place of birth _____ _____

Marital status: Single_____ Married_____ Divorced_____ Widowed_____

Number of children in household_____ Ages _____

Number of adults in household_____

Have you had courses that dealt with infant or child care? No_____ Yes____

Describe:_____

_____

Have you had any experiences that dealt with child care (paid work, babysitting, volunteer)? No_____ Yes _____

Describe:_____

_____

For Affirmative Action Research:

Sex:

_____ Male
_____ Female

Ethnic Group/Race:

_____ Black
_____ Spanish-surnamed Hispanic
_____ Asian American
_____ Caucasian/white
_____ American Indian

List 3 references of people not related to you:

1. _____
Name Address Zip

2. _____
Name Address Zip

3. _____
Name Address Zip

I certify that all statements on this application are true and complete to the best of my knowledge. I understand false or incomplete statements shall be sufficient cause for disqualification.

_____
Signature

_____
Date

FAMILY DAY CARE FACT SHEET*

1. WHAT IS A FAMILY DAY CARE HOME?

   It is a private family home where care and supervision of children are given during the hours their parents work or attend school. Most working mothers and those who need some free time like to have a Day Care Home close to their own. For this reason, homes are needed in every neighborhood.

2. WHO ARE DAY CARE CHILDREN?

   They are babies, preschoolers and school-age children. They may need full day care or part-time care. Also, homes are needed which offer care for children during non-business hours (i.e., swing shift, weekends, or irregular hours).

3. WHAT IS INVOLVED?

   Because these children are away from their own family they especially need affection and attention. Your supervision will include:

   a. Love for children
   b. Security for the child
   c. Nutritious meals and snacks
   d. Napping facilities
   e. Adequate play space, indoors and out
   f. Sufficient toys and play equipment
   g. Cooperative planning with parents

4. IS A LICENSE REQUIRED?

   Yes, in most states a license is required for regular care in the home of another person of unrelated children even when no charge is made for this service. No license is required for care given in the child's own home. The license is usually free of charge.

5. HOW ARE CHILDREN SECURED FOR THE DAY CARE HOME?

   Contact your local child care referral service. In addition, many homes do their own advertising through their local newspaper or simply post cards at markets and schools and other places in their area. Many mothers are already providing this service and know of children who need care. Essentially, you are establishing your own child care service and setting your own fees and hours of operation. For your protection, day care liability and accident insurance is available at a group rate through a Day Care Association.

*Adapted from LOS ANGELES COUNTY DEPARTMENT OF PUBLIC SOCIAL SERVICES FAMILY DAY CARE RECRUITMENT AND RETENTION UNIT

Appendix K

Guest Release Slip

INFANT FAMILY DAY CARE TRAINING PROJECT

L. A. Mission College
1101 San Fernando Road
San Fernando, CA 91340

I have the privilege of being a guest in the Family Day Care Provider's home to observe in order to learn the skills of infant caregiving.

_____

Signature: Trainee

_____

Date

_____

Signature: Project Director

_____

Date

Information Instrument

Name _____

Help us make plans for the program by telling us in which areas you think you will need the most information and help.

I will need

No	Some	Much	help in
			Setting up the home to provide day care.
			Observing and identifying children's needs in order to help each child feel appreciated, competent, and important.
			Planning environments and activities to help each child grow.
			Guiding children to live harmoniously with others.
			Working supportively with parents.
			Handling sickness, accidents, and emergencies.
			Keeping records for business and income tax purposes.
			Locating community agencies that can help when needed.
			Organizing my time, energy and efforts so as to meet my own needs as well as those of my own family and my day care children and their parents.
			Planning economical nutritious meals and snacks.

Add any other topics or areas you would like to have covered.

Attitude Assessment Instrument

Name _____

Here are some issues that often come up when you are caring for young children. There are no final answers on these issues. Caregivers and parents will have different feelings depending upon their values and attitudes. The purpose of asking you to react to the statements is mainly to make you aware of your own values and also to increase your awareness that others may feel differently. We will be discussing these issues in class during the weeks to come.

	Agree	Dis-agree	It depends	Because
1. Children learn by watching T.V.				
2. Women with babies should stay home if possible and not work.				
3. Toilet training is acceptable with children under a year old.				
4. Young children should be allowed to make decisions.				
5. When children start walking and exploring the environment, breakables should be put out of reach.				
6. Children under a year can help feed themselves.				
7. A baby should be held while having a bottle rather than propping the bottle for him or letting him hold it for himself.				

	Agree	Dis-agree	It Depends	Because
8. In case of a disagreement between the parent and the caregiver on ways of handling a child, the parent's wishes should be respected whenever possible.				
9. In caring for infants, it is difficult to establish a daily routine because infants vary so from day to day.				
10. Encouragement is a form of discipline.				
11. The role of a family day care provider is that of a substitute mother rather than a teacher or a baby-sitter.				
12. The infant caregiver is mainly concerned with a child's physical needs.				
13. The family day care provider should supervise and be within sight of the children (who are awake) at all times.				
14. It takes a lot of expensive equipment and toys to have a really outstanding family day care home.				
15. If children want to help with the housework and preparation of meals this should be allowed.				

	Agree	Dis-agree	It Depends	Because
16. In playing house, boys who want to dress up as mothers should be discouraged from this kind of pretending.				
17. Keeping a house clean and neat is a very important part of family day care				
18. Thumb sucking harms the teeth and should be discouraged.				
19. A child should give up the bottle by the time he or she is one year old.				
20. You spoil a baby when you pick it up every time it cries.				
21. Infants learn from play with objects.				

Can you think of any other issues you want discussed?

Trainee Evaluation in Day Care Home Experience

Name of Trainee _____ Date _____

INTERACTION -- The trainee:

follows directions and cues from caregiver.	1 2 3 4 5 n
works as a partner with the caregiver.	1 2 3 4 5 n
interacts with infants.	1 2 3 4 5 n
interacts with infants keeping in mind differing needs and abilities.	1 2 3 4 5 n
takes cues from the infant and allows the infant to play an active part in his/her development.	1 2 3 4 5 n
promotes interaction between infants.	1 2 3 4 5 n
sees crying as an infant's way of communicating and reacts to it as such.	1 2 3 4 5 n
shows enjoyment in caring for infants.	1 2 3 4 5 n
is affectionate to infants whenever possible	1 2 3 4 5 n

COMMENTS:

ROUTINES -- The trainee:

follows direction and cues from caregiver.	1 2 3 4 5 n
knows routines.	1 2 3 4 5 n
uses routines as a learning experience for the infants.	1 2 3 4 5 n
meets the differing needs and abilities in infants.	1 2 3 4 5 n
reacts to emergencies calmly, and is prepared for them.	1 2 3 4 5 n

COMMENTS:

ENVIRONMENT -- The trainee:

provides materials for infants that are appropriate.	1 2 3 4 5 n
encourages exploration of environment.	1 2 3 4 5 n
adds novel and challenging experiences while providing a familiar and predictable environment.	1 2 3 4 5 n

COMMENTS:

I have seen the above evaluation and have discussed it with the supervisor.

Trainee_____

Supervisor_____

The scoring of this evaluation is from 1 to 5 on each item. The scale begins at 1 for NEEDS IMPROVEMENT and continues to 5 for EXCELLENT. The "n" stands for skills that were not able to be observed at this observation.

Appendix O

Exit Interview

Name of Trainee_____ Date_____

1. Did you like your placement? Why?

2. What did you learn from your participation that would help you in your own day care?

3. Did you enjoy working with this age group? Why?

4. What age group would you like to work with? Why?

5. Was taking care of infants what you expected? Why?

6. Was there a connection between what you learned in class and your participation? How or why not?

7. Do you feel that your participation gave you a good idea of what Family Day Care is about? Explain.

8. In what way would you improve the scheduling of participation?

9. Do you feel ready to begin day care in your own home?

10. What do you need to do or get to be ready?

11. Any problems?

Comments:

Los Angeles Mission College

ONE OF THE NINE LOS ANGELES COMMUNITY COLLEGES

Certificate of Completion

THIS CERTIFIES THAT

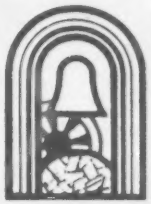
_____

HAS SUCESSFULLY COMPLETED ALL REQUIRED WORK COMPRISING
THE COURSE OF STUDY FOR A CERTIFICATE IN

the INFANT FAMILY DAY CARE TRAINING PROJECT

Doris G. McClain — July 6, 1979
Project Director — Date

Art Hernandez — July 6, 1979
College President — Date



Los Angeles Mission College

one of the nine Los Angeles Community Colleges

Certificate of Appreciation

Presented to

_____

For Outstanding Service in an Advisory Capacity to Los Angeles Mission College

_____ _____

College President

Table 1

Initial Telephone Intake Interview

	Session I	Session II	Session III	Total
Initial Telephone Intake Interview	31	21	26	78
Applicants	10	6	7	23
Completed Course	8	2	5	15

Table 2

Recruitment Referral Sources
Successful Trainees

	Session I	Session II	Session III	Total
DPSS Licensing Orientation Meeting		1	1	2
Child Care Resource Center	2	1		3
College Student's Friends and Relatives	2			2
Elementary School Publicity	1			1
Church Clergyman	1			1
Parent Education Child Observation Class			2	2
Friend of Applicant	1			1
Newspaper Article			2	2
List from Neighborhood Contact Woman	1			1
	8	2	5	15

Table 3

Recruitment and Referral Profile
(From Initial Telephone Intake Interview)

	Session I	Session II	Session III	Total
DPSS Licensing Orientation Meeting	3	1	2	6
Child Care Resource Center	6	1	1	8
College Students Friends and Relatives	6	5	1	12
Elementary School Publicity	5	2		7
Neighborhood Adult Participation Project	1			1
Library	1			1
List from Neighborhood Contact Woman	3			3
Church Community Center	1			1
Relatives and Friends of Applicants/Trainees	2		1	3
Newspaper Ad			8	8
Article in Newspaper			4	4
Health Clinic			1	1
Employment Development Department			1	1
Parent Eucation Class			2	2
Callbacks from Previous Session who Indicated Interest in Later Session		12	3	

Table 4

Demographic Characteristics

	I (8)	II(2)	III(5)	Total n	Percent
Age					
20-30	1	1	1	3	20%
30-40	4	0	3	7	47%
40-50	0	1	1	2	13%
50-60	2	0	0	2	13%
over 60	1	0	0	1	7%
Marital Status					
Married	7	1	3	11	73%
Single	0	1	0	1	7%
Divorced	1	0	2	3	20%
Ethnic					
Black	1	0	0	1	7%
Hispanic (Spanish Surname)	5	0	1	6	40%
White	2	2	4	8	53%
Asian	0	0	0	0	0%
Other	0	0	0	0	0%
Education					
Elementary	0	0	0	0	0%
Some High School	1	0	0	1	7%
High School Graduate	3	0	1	4	27%
Some College	2	1	2	5	33%
A.A.	0	1	1	2	13%
B.A.	0	0	1	1	7%
No Answer	2	0	0	2	13%
Children in Household					
1	4	2	0	6	40%
2	2	0	2	4	27%
3	1	0	0	1	7%
4	0	0	1	1	7%
0	1	0	2	3	20%
Ages of Children					
0 - 2	0	1	1	2	13%
3 - 5	2	1	1	4	27%
6 - 12	3	0	1	4	27%
over 12	3	0	1	4	27%
No children	0	0	2	2	13%

Table 5
Pre-test Information Instrument

Pre-test Total
12 Trainees

Name _____

Help us make plans for the program by telling us in which areas you think you will need the most information and help.

I will need

No	Some	Much	help in
2	8	2	Setting up the home to provide day care.
1	7	4	Observing and identifying children's needs in order to help each child feel appreciated, competent, and important.
2	8	1	Planning environments and activities to help each child grow.
2	10		Guiding children to live harmoniously with others.
	12		Working supportively with parents.
2	7	3	Handling sickness, accidents, and emergencies.
1	4	7	Keeping records for business and income tax purposes.
	8	4	Locating community agencies that can help when needed.
	8	4	Organizing my time, energy and efforts so as to meet my own needs as well as those of my own family and my day care children and their parents.

Add any other topics or areas you would like to have covered.

Table 6

Post-test Information Instrument

Post-test Total
12 Trainees

Name _____

Help us make plans for the program by telling us in which areas you think you will need the most information and help.

I will need

No	Some	Much	help in
6	6		Setting up the home to provide day care.
7	5		Observing and identifying children's needs in order to help each child feel appreciated, competent, and important.
6	6		Planning environments and activities to help each child grow.
8	4		Guiding children to live harmoniously with others.
6	5	1	Working supportively with parents.
6	5		Handling sickness, accidents, and emergencies.
4	4	4	Keeping records for business and income tax purposes.
5	6	1	Locating community agencies that can help when needed.
7	5		Organizing my time, energy and efforts so as to meet my own needs as well as those of my own family and my day care children and their parents.

Add any other topics or areas you would like to have covered.

Table 7
Pre-test Attitude Instrument

Pre-test Total
13 Trainees

Name _____

Here are some issues that often come up when you are caring for young children. There are no final answers on these issues. Caregivers and parents will have different feelings depending upon their values and attitudes. The purpose of asking you to react to the statements is mainly to make you aware of your own values and also to increase your awareness that others may feel differently. We will be discussing these issues in class during the weeks to come.

	Agree	Dis-agree	It depends	Because
1. Children learn by watching T.V.	2	1	10	
2. Women with babies should stay home if possible and not work.	4	3	6	
3. Toilet training is acceptable with children under a year old.	2	8	3	
4. Young children should be allowed to make decisions.	6	4	3	
5. When children start walking and exploring the environment, breakables should be put out of reach.	8	2	3	
6. Children under a year can help feed themselves.	5	4	4	
7. A baby should be held while having a bottle rather than propping the bottle for him or letting him hold it for himself.	10	1	1	

	Agree	Dis-agree	It Depends	Because
8. In case of a disagreement between the parent and the caregiver on ways of handling a child, the parent's wishes should be respected whenever possible.	10		3	
9. In caring for infants, it is difficult to establish a daily routine because infants vary so from day to day.	8	3	2	
10. Encouragement is a form of discipline.	12	1		
11. The role of a family day care provider is that of a substitute mother rather than a teacher or a baby-sitter.	10		2	
12. The infant caregiver is mainly concerned with a child's physical needs.	3	9		
13. The family day care provider should supervise and be within sight of the children (who are awake) at all times.	10	1	2	
14. It takes a lot of expensive equipment and toys to have a really outstanding family day care home.		12		
15. If children want to help with the housework and preparation of meals this should be allowed.	8		4	

	Agree	Dis-agree	It Depends	Because
16. In playing house, boys who want to dress up as mothers should be discouraged from this kind of pretending.	2	6	4	
17. Keeping a house clean and neat is a very important part of family day care.	6	3	3	
18. Thumb sucking harms the teeth and should be discouraged.	4	6	2	
19. A child should give up the bottle by the time he or she is one year old.	1	8	4	
20. You spoil a baby when you pick it up every time it cries.	5	6	2	
21. Infants learn from play with objects.	11			

Can you think of any other issues you want discussed?

Appendix Y
Table 8

Post-test Attitude Instrument

Post-test Total
12 Trainees

Name _____

Here are some issues that often come up when you are caring for young children. There are no final answers on these issues. Caregivers and parents will have different feelings depending upon their values and attitudes. The purpose of asking you to react to the statements is mainly to make you aware of your own values and also to increase your awareness that others may feel differently. We will be discussing these issues in class during the weeks to come.

	Agree	Dis-agree	It depends	Because
1. Children learn by watching T.V.	4	1	7	
2. Women with babies should stay home if possible and not work.	7	2	3	
3. Toilet training is acceptable with children under a year old.	1	8	2	
4. Young children should be allowed to make decisions.	8		4	
5. When children start walking and exploring the environment, breakables should be put out of reach.	3	5	4	
6. Children under a year can help feed themselves.	4	4	3	
7. A baby should be held while having a bottle rather than propping the bottle for him or letting him hold it for himself.	10		2	

	Agree	Dis-agree	It Depends	Because
8. In case of a disagreement between the parent and the caregiver on ways of handling a child, the parent's wishes should be respected whenever possible.	6	2	4	
9. In caring for infants, it is difficult to establish a daily routine because infants vary so from day to day.	5	2	5	
10. Encouragement is a form of discipline.	9	2	1	
11. The role of a family day care provider is that of a substitute mother rather than a teacher or a baby-sitter.	10	1		
12. The infant caregiver is mainly concerned with a child's physical needs.	2	9		
13. The family day care provider should supervise and be within sight of the children (who are awake) at all times.	9		2	
14. It takes a lot of expensive equipment and toys to have a really outstanding family day care home.		11		
15. If children want to help with the housework and preparation of meals this should be allowed.	9		2	

	Agree	Dis-agree	It Depends	Because
16. In playing house, boys who want to dress up as mothers should be discouraged from this kind of pretending.	5	3	2	
17. Keeping a house clean and neat is a very important part of family day care.	6	3	2	
18. Thumb sucking harms the teeth and should be discouraged.	3	5	2	
19. A child should give up the bottle by the time he or she is one year old.	1	4	6	
20. You spoil a baby when you pick it up every time it cries.	3	6	2	
21. Infants learn from play with objects.	11			

Can you think of any other issues you want discussed?

Appendix Z*

Table 9

Exit Interviews

1.	Question 1	
	a. Yes, it was comfortable situation	6
	b. Yes, I liked the provider	5
	c. Yes, I learned_____	5
2.	Question 2	
	a. that this is a full-time job, not baby-sitting	7
	b. different things to do with kids	5
	c. not too much	1
	d. how many children I felt comfortable to care for	1
	e. how different ages get along	1
	f. how to deal with different children coming and going	1
	g. experience of being around children	1
	h. sharing of experiences	1
	i. it was different than I thought and I would be different now	2
	j. patience is important	1
3.	Question 3	
	a. Yes, 'cause they are close to ages of my children	2
	b. Yes, 'cause they're curious, cuddly, open to learning, fascinating, cute, communicative, creative, excited	9
	c. No, like older children	1
	d. Yes, but wanted younger children	2
4.	Question 4	
	a. infants (0-2)	13
	b. 2-5	5
	c. over 5	5
5.	Question 5	
	a. Yes, I've had experience caring for infants (others or my own)	5
	b. Yes, but you had to spend more time with them than I thought	4
	c. Yes, but learned a lot	1
	d. Yes	13
6.	Question 6	
	a. Yes, it was consistent from class to home	14
	b. No, talking is not the same as what really happens	2

* See Appendix O for copy of questionnaire

7. Question 7

a. Yes, it helped show me what to do	11
b. Yes, it helped to have more than one situation	2
c. Only a vague idea, need to learn more, kids may be different	3

8. Question 8

First Session - nine participants

a. Would like to switch homes to see other situations	4
b. Good to stay in one situation so you grew comfortable and kids did too	4
c. Would've like to experience both AM and PM	4
d. Would've liked seeing a situation with more children	1

Second Session - two participants

a. Would like even another home to visit	1
b. Would like to go even earlier to see entire day	1
c. Good experience to see infant center	1

Third Session - five participants

a. Would like even another home to visit	3
b. Nothing, it was fine as is	2

9. Question 9

a. Yes, I'm all ready	7
b. Yes, but house or papers not ready	4
c. No, I need learn more and I'm nervous	4

10. Question 10

a. license approval and/or changes on house	4
b. toys	6
c. sleeping cots or cribs	8
d. need more courses	1
e. nothing	3

11. Question 11

a. pool fencing	1
b. preparing other child at home	1
c. licensing	1
d. no	10

Table 10

Summary of Followup Survey

	Session I	Session II	Session III	Total	%
Applied for License	2	1	1 2*	4 2	27% 13%
Received License	1	1	1	3	20%
Providing Services	1 1**	1	1	3	20%
Number of Infants (0-2)	2	2	2	6	
Number of Preschool Children (2-5)	1 2**	0	0	1	
Number of Working Mothers	3	1	2	6	
Number of Mothers in School or Training		1			
Joined Family Day Care Association	1	1	(1***)	2	

* Ready to send papers
** Grandchildren 8 and 9 years of age
*** Waiting for application

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"Just Like a Family"
"Sharing the Care of Your Child"
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Pacific Oaks College, 5 Westmoreland Pl., Pasadena, CA 91103. (213) 795-9161.

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Day Care and Early Education. Human Sciences Press, 72 Fifth Avenue, New York, NY 10011.

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Women's Educational Equity Communications Network. Far West Laboratory, 1855 Folsom Street, San Francisco, CA 94103.

> "An information service that collects, screens, classifies, stores and provides information on projects, activities, and research related to women's educational equity. A communication system that facilitates contact among persons, groups, and agencies who are working on behalf of women's educational equity."

Addresses for the following will be found in section on "Organizations and Agencies."

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No. 1 Pregnancy, Birth and Newborn
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No. 3 The Development of Understanding
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No. 5 Emotional and Sociological Development, Part I
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Concept Media Productions, Butler Square, 100 N. 6th Street, Minneapolis, MN 55403; 1500 Adams Ave., Costa Mesa, CA 92626.

The First 18 Months: From Infant to Toddler. Set of five filmstrips.

"The New Arrival"
"Discovering The World"
"Making Friends With the Family"
"First Steps, First Words"
"A Time for Adventure"
Record or cassettes: discussion guide and audio script booklets.

Understanding Early Childhood Ages 1 Through 6. Four sets. Each set – five filmstrips.

Record or cassettes.
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"Where Can A Young Child Learn?"
"How The Young Child's Mind Grows"
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Parents' Magazine Films, Inc., 52 Vanderbilt Ave., New York, NY 10017.

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American Dietetic Association, 430 S. Michigan Ave., Chicago, IL 60611. Catalog, day care bibliography, nutritional pamphlets.

American Medical Association, 535 S. Michigan Ave., Chicago, IL 60610. Publication list + free.

"Fit For Fun"

"Your Body and How It Works"

American Red Cross, Local Chapter.
Classes in first aid; CPR; pamphlets and brochures.

Association for Childhood Education International (ACEI), 3615 Wisconsin Avenue, NW, Washington, D.C. 20016. Childhood Education.

Action for Children's Television (ACT), 46 Austin Street, Newtonville, MD 02160. Local groups in many states.

Child Study Association of America, Inc., 9 East 89th Street, New York, NY 10028. Publications.

Child Welfare League of America, 44 East 23rd Street, New York, NY 10010. Child Welfare - Social work orientation - all aspects of child welfare including adoptions and foster care.

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National Center for Prevention and Treatment of Child Abuse, 1205 Oneida, Denver, CO 80220.

National Special Education Information Center, P.O. Box 1492, Washington, D.C. 20013.

U.S. Consumer Product Safety Commission, Washington, D.C. 20207.

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"Bumps Activity Book," 1976.
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COMMERCIAL SOURCES

Johnson & Johnson, Consumer Service Dept., New Brunswick, NJ 08903.

- Baby Care Basics
- Keeping Baby Clean
- Chart: How a Baby Grows
- When Baby is Ill
- Baby's Eating & Sleeping Habits
- A Safer World for Babies & Toddlers
- Pediatric Round Table Series
  1. Maternal Attachment & Mothering Disorders, 1975.
  2. Social Responsiveness of Infants, 1978.
  3. Learning Through Play, 1979. Johnson & Johnson Baby Products Co.

Metropolitan Life Insurance Co., Health and Welfare Division, 1 Madison Avenue, New York, 10010.

- Watching Your Child's Health
- Memo to Parents About Immunization
- First Aid for the Family
- I Won't, I Won't

National Dairy Council, Chicago, IL 60606

- A Guide to Good Eating
- Food Before Six
- Feed Little Folks

Proctor and Gamble, Cincinnati, OH 45201.

- Protecting Infants & Toddlers From Accidents

Ross Laboratories, Columbus, OH 43216.

- Booklets on Child Health and Child Development
  - Your Child and Discipline
  - Your Children's Quarrels
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  - Your Child's Appetite
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  - The Phenomena of Early Development

NUTRITIONAL CONSIDERATIONS FOR INFANTS*

Textbooks on Nutrition:

Forman, M.D., Samuel J. Infant Nutrition. Philadelphia, W.B. Saunders Co., 1974.
Written for physicians, nutritionists, and dietitians? highly technical language.

McWilliams, Margaret. Nutrition for the Growing Years. New York, John Wiley & Sons, Inc., 1975.
Written for professionals who work with children; language is not technical. McWilliams is a home economist.

Pipes, Peggy. Nutrition in Infancy and Childhood. St. Louis, C.V. Mosby Co. 1977.
Pipes is a nurse and lectures in home economics. Content is aimed at nurses.

Robinson, Corinne. Normal and Therapeutic Nutrition. New York, MacMillan Publishing Co., 1972.
Text for nursing students. Chapter on Infancy.

On Infant Nutrition and Feeding written for parents and interested others:

Caplan, Frank (ed.) The Princeton Center for Infancy. The Parenting Advisor Anchor Books. Anchor Press /Doubleday, Garden City, N.Y., 1978. Paper.
Broad general information on infancy with a good chapter on infant feeding.

Leach, Penelope. Your Baby and Child from Birth to Age Five. New York, Alfred A. Knopf, 1978.
Infancy is divided into 0-6 months, 6-12 months, etc. with detailed information on the "how to's" and "why's" of feeding. Excellent source of information on caring for infants and toddlers up to five.

Spock, M.D., Benjamin. Baby and Child Care. New York, Pocket Books, Simon and Schuster, 1974 ed.
Excellent for general information on feeding and nutrition.

The How's and Why's of making Baby/Toddler Foods:

Castle Sue. G. The Complete Guide to Preparing Baby Food at Home. New York, N.Y., Double day and Co., 1973. Hardback.

Kenda, Margaret E. and Phyllis Williams. The Natural Baby Babyfood Cookbook.
New York, Avon Books, 1973. Paperback.
Excellent nutritional theory and recipes. The focus is on mother preparing small amounts but is easily adapted for a group.

* Compiled by:

Marilou Conner, Director
Colleague Infant Care Center
The Big Sister League
Los Angeles, California

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Lansky, Vicki. Feed Me! I'm Yours: A Recipe Book for Mothers. New York, Bantam Books, 1974.

Morris, Melinda. The First Babyfood Cookbook for Babies from 1-15 Months. New York, Ace Books, 1972. Paper.
Sophisticated recipes.

McDonald, Linda. Baby's Recipe Book. Cleveland, OH, C & K Publishing Co., 4900 Lakeside Avenue. 1972. Paper.
This book is a gem -- has allergy diets, theory, and recipes; very thorough in explanation.

_____. Instant Baby Food. Oaklawn Press, Pasadena, CA, 1975. Paper.
Describes in detail the process; a less complete version of the above.

Pearlman, Ruth. Feeding Your Baby the Safe and Healthy Way. New York, Random House, 1971. Hardback.

Payne, Alma. The Bal y Food Book. Boston, Little, Brown & Co., 1977. Paper.
Combinati on of information on nutrition, preparation how to's, and recipes. Very concise.

Rogers, Florence K. Another Little Mouth to Feed. New York, Simon & Schuster, 1973. Paper.
150 easy nutritious recipes for freeze-and-heat baby foods.

Redman, Edith. Recipes for Healthier Children, A Mother's Guide. Toronto, Gage Publishing Co., 1976. Paper.
Health food approach.

Roth, June. Cooking for Your Hyperactive Child. Chicago, Contemporary Books, 1977.
200 recipes free of artificial additives with food-sensitivity checklist.

Turner, M.D., James, and Mary Turner. Making Your Own Baby Food. New York, Bantam Books, 1972.
Focus is concern about commercially-prepared baby food. Dr. Turner is a Ralph Nader of Baby foods. There has been a noticeable improvement since Dr. Turner came on the scene.

BOOKS, SONGS AND RECORDS

Berman, Marcia. Activity Songs. I'm Not Small with Patty Zeitlin. (Record)

_____ and Patty Zeitlin. Children's Creative Play Songs No. 1. (Record)

Chorao, Kay. The Baby's Lap Book. N.Y., N.Y. E.P. Dutton, 1977. (Favorite Nursery Rhymes).

Glazer, Tom. Music for 1's and 2's. (Record)

Grayson, Marion. Let's Do Fingerplays. Washington, D.C.: Robert B. Luce, 1962. Collection of clearly described fingerplays. No music.

Jenkins, Ella. Early Childhood Songs, You'll Sing a Song and I'll Sing a Song. (Records)

Juegos Meniques Para Chiquitines. Finger plays in Spanish with some English directions. Book and Record.

Kunhardt, Dorothy. Pat the Bunny (Golden Touch and Feel Book). Sparks, Nevada, Western Publishing Co., 1962.

Landeck, Beatrice. Wake Up and Sing. New York: Morrow 1969. Piano accompaniments, chords; also Songs to Grow On.

Luther, Frank. A Child's First Record.

Palmer, Hap. Folk Song Carnival. (Record)

Poston, Elizabeth. The Baby's Song Book. New York: Thomas Crowell. 1971. Illustrated Nursery Songs.

Raven, Nancy. Lullabies and Other Children's Songs. (Record)

Seeger, Pete. Song and PlayTime. (Record)

Songs For The Nursery School. Very young chants and Mother Goose Songs.

Things To See. N.Y., N.Y.: Platt and Munk Publishers, n.d. Color photos of Familiar Objects.

Wildsmith, Brian. Mother Goose. N.Y., N.Y.: Franklin Watts, Inc., 1965.

This is only a very small sampling. Check your local children's book and music store for other selections.